DOCUMENT RESUME

ED 028 761 JC 690 112

By-Schrader, Gene
An Evaluation of the Adult Basic Education Program in Wyoming: A Follow-Up Study.
Spons Agency-Wyoming State Dept. of Education, Cheyenne. Adult Basic Education Div.
Pub Date Nov 68
Note-48p.
EDRS Price MF-$0.25 HC-$2.50
Descriptors-*Adult Basic Education, *Adult Education Programs, *Junior Colleges, *Program Evaluation, *Student Evaluation
Identifiers-*Wyoming

The Wyoming State Department of Education interviewed as many students as could be contacted who had enrolled in any of the Adult Basic Education programs in the state between fiscal 1966 and 1968. Respondents had a generally favorable attitude toward the programs and most expressed a desire for further study. Little change in reading habits was noted, and the data were considered inadequate to conclude that any of the programs were a factor in job mobility, job tenure, or financial change. The study indicated that selection of teachers, texts and materials should be more rigorous, that the programs should be advertised through the mass media, and that annual follow-ups should be conducted. (MC)

ED028761

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

AN EVALUATION OF THE ADULT BASIC EDUCATION PROGRAM IN WYOMING

(a follow up study)

Gene Schrader
Central Wyoming College
Riverton, Wyoming

November 1968

JC 690 112

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 20 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

The research for this project was supported under a grant from the Adult Basic Education Division of the Wyoming State Department of Education, Harry Roberts State Superintendent of Public Instruction. Richard Rowles, Director of Adult Basic Education.

ACKNOWLEDGEMENTS

The writer is indebted to several people involved in this study. Valuable assistance has been given by Dr. Douglas Sjogren, Dr. Glenn Jensen, Dr. Douglas O'Dell, Mr. Richard Rowles, Mr. Melvin Carroll, and Mr. Vincent Amanna throughout the study; to Mrs. Donna Thompson, Mr. Chencho Rodriguez, Mr. Robert Wallendorff, Mrs. W. N. Elmer, Mr. Tom Lansing, Mr. Guido Smith, Mr. Wayne King, and Mr. Arnold Hanson who conducted the interviews and to my wife, Cynthia, for typing, proof reading and offering many valuable comments go my thanks and appreciation for a job well done. Special acknowledgments are due Central Wyoming College for time to devote to the study and to the Adult Basic Education Division of the Wyoming State Department of Education for financial support.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	Brief History of A.B.E. in Wyoming	1
II.	Objectives and Procedure for the Study	2
III.	Limitations of the Study	5
IV.	The Data	6
V.	Recommendations and Conclusions	26
	Appendix A	27
	Appendix B	31
	Appendix C	34

CHAPTER I

BRIEF HISTORY OF A.B.E. IN WYOMING

A basic tenet of education is that education improves the lot of the individual being educated. It is to this end that congress in 1964 passed the Economic Opportunity Act. Title IIB of this act authorized programs of Adult Basic Education. For the fiscal year of 1966 Wyoming received a basic grant of $50,000. In fiscal 1967 Wyoming recieved another grant of $50,000 and for fiscal 1968 a grant of $120,299 for Adult Basic Education. In each of the preceding years it was necessary for the local or state agency using the funds to match them on a 10% state or local and 90% federal basis. During these years several persons were served by this program: 534 in fiscal 1966, 401 in fiscal 1967, and 623 in fiscal 1968.[1] This total of 1,558 does not reflect the true number of people served since one person may have enrolled in more than one program and more than once in one fiscal year. Although 499 persons were interviewed for this study this does not imply that only a sample of approximately 33% was found since a person interviewed may have been enrolled in more than one program. During fiscal 1966 ten school districts developed a total of 29 programs; fiscal 1967 eleven school districts had 28 programs; and fiscal 1968 fourteen school districts have implemented programs. Classes were also conducted at the Wyoming State Penitentiary, Wyoming State Hospital, Wind River Indian Reservation, the Neighborhood Youth Corps in Casper, a pilot program at Eastern Wyoming College, and the University of Wyoming at Laramie. The research for this project was supported during 1968.

---

[1] Mr. Richard Rowles, State Department of Education, A.B.E. Division Cheyenne, Wyoming.

CHAPTER II

OBJECTIVES AND PROCEDURES FOR THE STUDY

The objectives of this study were two-fold. Objective one was to determine the impact of Adult Basic Education upon those who participated in Wyoming A.B.E. programs relative to:

1. Economic

    A. Change in salary or wage level
    B. Change in welfare status
    C. Change in spending habits

2. Social

    A. Change in societal relations
    B. Change in outlook and society
    C. Change in attitude toward self.

3. Family and Home Environment.

    A. Changes in family relations
    B. Changes in home environment
    C. Changes in family activities
    D. Changes in family

4. Educational

    A. Educational achievement change
    B. Attitude toward educational change
    C. Educational desires for future.

5. Citizenship

    A. Change in participation in civic affairs
    B. Change in attitudes toward civic affairs
    C. Change in police records

6. Employment

    A. Job change
    B. Job satisfaction
    C. Job opportunities (outlook).

Objective two was to determine attitudes of Adult Basic Education participants toward course program, teachers, facilities, reasons for

entering and reason for leaving relative to:

1. Reasons for participation
2. Attitude toward teachers
3. Reasons for stopping participation
4. Attitude toward program in general
5. Attitude toward facilities.

The primary data collection procedure was through the interview technique. During the month of May, selected teachers and others in the state of Wyoming were invited to participate during the summer months in this program. These people were selected from several areas in the state and instructed in interview techniques, well-known to educational researchers. The interviewers were selected by the writer based upon recommendation from the local school administration. The names and addresses of all persons involved in the Adult Basic Education program were obtained and the interviewees were located.

The data collection instrument and instructions (see Appendix A and B) were developed by:

Mr. Gene Schrader, Chairman, Department of Education and Principal Researcher, Central Wyoming College, Riverton Wyoming.

Dr. Douglas Sjogren, Director of Research Coordinating Unit, Ft. Colling, Colorado.

Dr. Glenn Jensen, Chairman of the Department of Adult Education, University of Wyoming, Laramie, Wyoming. President of the Adult Education Association of America.

Mr. Robert Wilmeth, doctoral candidate in adult education at the University of Wyoming, Laramie, Wyoming.

Mr. Richard W. Rowles, Director of the Adult Basic Education Division, Cheyenne, Wyoming.

Dr. Douglas O'Dell, Professor of Adult Education and Research, University of Wyoming, Laramie, Wyoming.

Mr. Melvin Carroll, Project Initiator and Director of Extended Day Programs, Central Wyoming College, Riverton, Wyoming.

An advisory committee composed of twelve adult and vocational educators from throughout the state.

Dr. Sjogren, Mr. Carroll, and Mr. Schrader conducted a training session on the interview technique on June 13th and 14th at Central Wyoming College for the teachers involved in the interview. This insured compatibility of data collection and assured uniformity.

Some delays in the study were encountered due to illness, interviewers transferred or changed positions, failure to locate interviewers for a given area, and the difficulty in locating interviewees.

CHAPTER III

LIMITATIONS OF THE STUDY

Several factors are of concern to this writer relative to this project. Lack of data that were supposed to be available to the interviewer was a large roadblock to the research. In most cases no information was available from the local source for: address, telephone, formal schooling completed, occupation before A.B.E., marital status, and many other bits of information that should be common knowledge for most students.

Data on attendance were not available in many cases so that comparison statistics could be run. Location of data was found to be in teachers's homes, teacher's memories, central office of the superintendent, office of the principal of the school, and sometimes non-existant. These difficulties have since been rectified and in the future studies will be much easier to conduct.

In general the interviewers found the respondents to be most willing to talk to them and comments of the interviewers will be found in Appendix C.

CHAPTER IV

THE DATA

The data were coded and categorized to facilitate a tabular presentation. In general the table of responses will be presented and an analysis of these data will be made. Comments on the data will be made by this writer taking into consideration comments by the interviewer and the consultants. Several tabular presentations will require little or no analysis and no comment will be made. The analysis will be made with respect to the state totals and will not reflect individual community or area comments. Lack of numbers in the communities of Newcastle, Torrington, Lander, and Cheyenne preclude any community analysis, although the number involved in LaBarge, Powell, State Hospital, and Casper are comparable in size, the percentage of interviewees are high enough to lend credence to an analysis made by the reader. All questions and information from the data collection instrument are not tabulated and discussed due to inadequacy of the data. Some items were not completed on all questionnaires, therefore no attempt was made to total all categories and rationalize all responses.

Table I reflects the total questionnaires completed, ages of the students involved in the A.B.E. program and the number of school age children affected by the program. Most of the students were in the productive time of life, i.e. 40 years of age and younger (approximately 60% of the respondents). This age group should have the greatest need for the program and will benefit more from the education received. The large number of school age children involved should have a decided affect upon the future school plans of the children -- seeing mother and father

going to s[illegible] at an age when schooling should have been completed will certainly be a factor in their school life.

Table II is mentioned with some reluctance due to some inadequacy of the data. Some of the data collection instruments were not completed, others had obvious errors of omission, tests were administered at differing times and many different forms were used.

Table III gives responses to several questions concerning the program. Part I on why the student enrolled was broken into three categories. The responses were overwhelming in favor of response number 2 "to improve education." The question on why people do not participate was answered as one might expect. Responses were quite varied to Part IV with the responses primarily located in the column marked "other". Many of these reflected dissatisfaction with the location of the school, i.e. not being held in a school close to their home.

Table IV concerning the dropout elicited the classic responses. Home problems involved transportation, baby sitters, and financial difficulties as primary reasons. The responses under "uninteresting" and "couldn't keep-up" are indictments upon the instructors and could be rectified by more efficient grouping and teacher training.

Table V elicited the normal responses when asked about the things liked about the teacher. Those things most disliked about the teacher were primarily method of instruction and preparation. Future selection of teachers for A.B.E. classes should be done with care so the more dedicated, conscientious teachers could be hired.

Table VI taken in conjunction with Table V shows the need for better teaching, better scheduling, and guidance assistance in the grouping of the classes. Many classes had a spread of eight grade levels in one class.

TABLE I

Town	No. of Ques-tion-naires	A.B.E. Student's ages: less than 21	21 to 29	30 to 39	40 to 49	over 50	Children's ages: 1 to 5	6 to 9	10 to 13	14 to 18
Newcastle	8	-	2	1	3	2	3	6	8	9
Torrington*	19	1	5	6	2	3	11	16	12	13
Rock Springs	69	2	23	21	12	5	46	35	23	42
Kemmerer	37	1	13	6	7	5	24	19	12	10
LaBarge	20	1	8	8	2	-	19	18	20	10
Sheridan	36	4	10	12	6	4	17	16	5	11
Powell	18	-	4	4	5	2	13	15	7	15
Riverton	39	5	13	11	5	5	25	21	15	18
Lander	3	-	-	1	2	-	3	2	5	1
State Hospital	20	2	4	3	6	5	-	1	4	2
Laramie	91	4	22	29	20	15	57	48	55	62
Cheyenne	35	1	8	12	9	5	40	54	29	26
Rawlins	54	6	20	15	9	3	54	35	37	30
Casper	20	-	3	10	3	4	16	28	20	16
Penitentiary	30	3	9	11	5	2	N/A			
Total	499	30	144	150	96	60	328	314	256	265

* Number of students will not add to total number of questionaire's due to lack of data on ages of students.

TABLE II

Town	Grade Level Change						G.E.D. Taken	
	Less than 1	1-2	2-3	3-4	over 4	Finished G.E.D.	Pass	Fail
Newcastle	-	1	-	-	-	-	-	-
Torrington	3	6	5	2	-	-	10	1
Rock Springs	1	23	7	10	11	-	24	2
Kemmerer	6	13	4	-	-	-	28	-
LaBarge	1	6	3	-	-	-	14	-
Sheridan	1	2	1	1	-	-	19	-
Powell	-	-	-	-	-	-	-	-
Riverton	3	5	5	-	-	-	11	-
Lander	-	-	-	-	-	-	-	-
State Hospital	3	4	1	-	3	-	2	1
Laramie	-	3	6	4	8	-	-	1
Cheyenne	15	-	-	-	-	-	3	3
Rawlins	22	6	-	-	-	18	22	2
Casper	1	-	-	-	4	1	5	2
Penitentiary	3	5	8	4	2	-	-	-
Total	59	74	40	21	28	19	138	12

TABLE III

Town	I			II			III			IV				
	Why did you enroll?			Why do people not participate?			How do we get these people into the program?			How could we make the program of more benefit to more people?				
	*1	2	3	4	5	6	7	8	9	10	11	12	13	14
Newcastle	-	8	-	4	-	1	4	-	-	2	1	-	3	1
Torrington	2	16	-	12	4	-	5	2	-	2	1	4	3	-
Rock Springs	5	52	-	28	8	9	13	13	2	10	2	1	5	4
Kemmerer	1	32	-	18	1	5	6	7	5	2	1	-	3	1
LaBarge	-	18	-	5	-	4	6	3	4	7	-	3	1	4
Sheridan	4	31	-	2	2	6	6	3	3	6	1	2	7	4
Powell	1	17	1	-	-	-	2	-	4	6	-	4	3	1
Riverton	1	34	4	13	4	5	10	8	4	7	-	3	9	1
Lander	-	3	-	-	-	-	-	1	-	1	-	-	-	-
State Hospital	2	14	-	4	-	7	2	9	1	-	-	-	1	-
Laramie	2	84	2	26	2	2	15	22	11	10	9	6	25	-
Cheyenne	6	28	-	13	14	3	18	6	2	5	-	5	25	3
Rawlins	8	47	-	9	5	13	6	11	4	7	-	3	7	17
Casper	9	10	1	3	2	9	3	2	3	-	-	-	10	-
Penitentiary	1	20	6	3	1	4	3	4	7	3	-	-	2	-
Total	42	414	14	140	43	68	99	91	50	68	15	31	104	36

* 1 To get a better job
2 To improve education
3 Compelled to
4 Embarassed
5 Unaware of what program is
6 Not interested
7 Better coverage via news
8 Personal interviews
9 Better programs
10 Better scheduling
11 Get adult facilities
12 Provide transportation
13 Other
14 Provide sitter

TABLE 1?

Town	Why didn't you complete the program?					
	Home Problems	Uninter-esting	Moved	Couldn't keep up	Beyond control	Obtained job
Newcastle	2	1	-	-	1	-
Torrington	1	2	-	-	1	1
Rock Springs	14	1	3	5	9	3
Kemmerer	3	1	3	-	-	1
LaBarge	-	3	-	-	3	1
Sheridan	3	5	1	-	9	-
Powell	1	2	1	-	4	1
Riverton	1	11	-	2	8	4
Lander	-	1	-	-	1	-
State Hospital	-	3	2	-	2	1
Laramie	32	16	-	5	21	4
Cheyenne	8	1	1	7	11	2
Rawlins	12	5	1	6	7	-
Casper	6	-	-	-	3	4
Penitentiary	-	8	-	-	7	-
Total	83	60	12	25	87	22

TABLE V

Town	What did you like about your teacher?			What didn't you like about your teacher?				
	Interested in students	knowledgeable	Patient	Too critical	Talked "down"	Not enough time spent on explanations	Inconsistent treatment	Inadequate presentation
Newcastle	4	-	2	1	-	-	-	-
Torrington	8	5	3	-	-	1	-	1
Rock Springs	10	20	21	-	-	1	2	3
Kemmerer	11	11	5	-	2	2	1	-
LaBarge	6	2	4	-	-	1	2	2
Sheridan	12	4	12	1	2	3	1	2
Powell	2	3	7	-	-	-	-	2
Riverton	15	10	10	1	2	3	-	10
Lander	3	1	1	-	-	-	-	-
State Hospital	11	4	-	-	1	-	-	1
Laramie	13	7	54	2	3	8	1	17
Cheyenne	11	5	9	-	2	3	2	1
Rawlins	13	14	19	1	1	5	-	25
Casper	6	8	5	-	2	-	-	-
Penitentiary	3	2	13	-	1	2	1	2
Total	128	96	165	6	16	29	10	66

TABLE VI

Town	How could be the program be improved?					
	Better facilities	Better teaching	Better scheduling	Other	Group by ability	Smaller classes etc.
Newcastle	1	1	3	2	3	-
Torrington	1	-	-	2	8	-
Rock Springs	-	5	1	5	14	-
Kemmerer	-	3	1	2	6	-
LaBarge	-	3	-	2	8	-
Sheridan	2	7	3	6	8	1
Powell	-	1	6	2	-	-
Riverton	-	4	14	1	7	-
Lander	-	-	1	-	1	-
State Hospital	-	-	1	3	3	2
Laramie	1	19	9	4	19	5
Cheyenne	2	15	6	2	5	5
Rawlins	2	21	10	-	3	-
Casper	1	2	3	8	6	-
Penitentiary	1	12	2	1	1	1
Total	11	93	60	40	92	14

With this large a variance grouping by ability and knowledge would seem apropos.

Table VII shows a two to one acceptance of the teaching materials, however, many comments were made indicating a dissatisfaction with children's graded texts being used in adult classes. One simple recommendation would be the inclusion of texts and supplies geared to the adult learner.. Another facrtor in the response was the failure of the texts to arrive on schedule. Classes were held for some time before texts came.

The negative responses in Table VIII are perhaps of more interest than the responses in the affirmative. The 152 persons responding "no" to "Do you think A.B.E. helped or will help you make more money?" reflects none of the attributes normally associated with the educated person, i.e., educators feel more education - - more affluence.

Some change was noted in reading habits after A.B.E. as described in Table IX. Many persons felt they read more after A.B.E. than before. This, however, should be expected since many of the respondants were reading at less than second grade level when enrolled. The relatively few new subscriptions to newspapers and magazines indicates little change.

Table X indicates a whetting of the appetite for more education since 413 persons responded affirmatively to the question of further study. Mathematics, English and Business courses seem to be the most desired with general education leading to the G.E.D. a close fourth.

An analysis of Table X A seems to indicate a preference for schooling in a public secondary or elementary school. The program in Torrington was held in the college facility thus the strong response for the college. Willingness to pay for instruction is apparent from the response to the second item. Administrators should view this response with an eye to a

possible local source of revenue for needed programs.

Table X B and X C revealed relatively little information and need closer evaluation before any conclusion can be drawn.

Table XI indicates a relative satisfaction with the local services. Public schools received a vote of confidence from the respondents.

Table XII shows little attitudinal change until one investigates the responses to family relationship. The respect the respondent acquired with his new found education is most rewarding. When the respondent was asked if he would take A.B.E. again the reply was completely favorable indicating complete acceptance of A.B.E.

General comments about the program were asked by the interviewer and were summarized in Table XIII. Responses from the interviewees were most favorable and the comments by the interviewer indicated favorable response to the interview session.

Questions VII and VIII on the questionnaire were designed to give some credence to the statement that education improves ones lot in life. There was insufficient information to make any statement relative to A.B.E. being or not being a factor in job mobility, job tenure, or financial change. Jobs were coded and the data investigated and no significant change can be reported. A conclusion often reached when no trend can be detected is that the treatment (A.B.E.) had no effect. This conclusion cannot be reached in this case due to the lack of sample size in any job category.

TABLE VII

Town	How do you feel about books, etc?		
	Adequate	Inadequate	Don't Know
Newcastle	5	3	-
Torrington	10	8	1
Rock Springs	40	14	-
Kemmerer	21	10	-
LaBarge	5	10	-
Sheridan	16	16	-
Powell	16	2	-
Riverton	25	13	-
Lander	3	-	-
State Hospital	14	3	-
Laramie	70	17	3
Cheyenne	26	6	-
Rawlins	26	24	1
Casper	6	15	-
Penitentiary	13	12	-
Total	296	153	5

TABLE VIII

Town	Do you think ABE helped or will help you make more money?					Did (or will) ABE help in your job?					
	Yes	No	*1	2	3	Yes	No	*4	5	6	7
Newcastle	6	1	-	4	-	3	3	-	1	1	1
Torrington	10	9	1	2	1	13	4	1	2	1	3
Rock Springs	35	17	1	11	1	27	23	-	8	1	8
Kemmerer	24	7	3	9	-	16	13	1	5	1	4
LaBarge	12	4	-	5	-	12	1	1	-	-	5
Sheridan	18	15	-	6	-	17	16	-	2	3	2
Powell	14	1	-	3	-	15	2	-	2	1	3
Riverton	25	14	5	14	-	14	26	-	3	4	8
Lander	2	1	-	1	-	2	1	-	-	-	2
State Hospital	13	3	1	1	-	13	4	-	-	-	1
Laramie	45	43	3	28	-	37	38	-	8	3	16
Cheyenne	35	-	-	21	2	29	3	2	16	-	5
Rawlins	32	20	8	13	1	15	21	-	6	1	5
Casper	11	8	-	9	-	14	6	1	8	1	2
Penitentiary	14	9	-	1	-	18	5	-	1	-	5
Total	296	152	22	128	5	245	166	6	62	17	70

* 1 Have high school equivalence
2 Can get better job
3 Boss recognizes effort

* 4 Helped get G.E.D.
5 More chance for advancement
6 Learn English and to read and write
7 Better at communicating with people

TABLE IX

Town	Magazines	News-papers	Have you subscribed to any since ABE?		Do you read more now?		
			Yes	No	Yes	No	Same
Newcastle	17	10	-	6	4	2	2
Torrington	21	25	6	11	14	4	1
Rock Springs	99	64	11	40	24	22	8
Kemmerer	48	41	9	20	15	8	7
LaBarge	30	14	6	10	5	6	5
Sheridan	52	41	5	23	10	19	3
Powell	6	12	5	4	11	4	-
Riverton	68	50	9	31	21	18	-
Lander	4	5	1	2	3	-	-
State Hospital	12	13	-	11	11	7	-
Laramie	115	101	8	83	40	39	11
Cheyenne	38	37	9	21	22	5	8
Rawlins	90	69	6	48	15	29	9
Casper	33	15	6	14	10	10	-
Penitentiary	23	40	-	-	14	3	1
Total	656	537	81	324	219	176	55

TABLE X

Town	Would you like to continue your education?			What would you like to study?																	
	Yes	No	Don't know	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Newcastle	8	-	-	-	-	3	-	1	-	1	-	2	3	-	1	-	1	1	-	-	-
Torrington	18	-	-	1	5	7	-	1	-	-	1	2	5	2	1	-	3	-	-	-	-
Rock Springs	50	3	1	-	3	5	-	3	-	2	2	4	17	3	2	1	16	-	1	1	-
Kemmerer	30	2	1	3	3	3	1	-	1	-	1	4	7	3	-	1	-	-	4	-	-
LaBarge	16	-	-	-	2	3	-	-	-	1	2	1	7	-	-	-	-	-	1	1	-
Sheridan	31	4	-	2	-	3	2	-	1	-	-	-	9	2	1	2	8	-	-	-	-
Powell	17	1	1	1	3	6	1	1	-	-	-	-	-	-	-	-	12	-	-	-	-
Riverton	38	1	-	2	5	12	1	1	-	-	1	1	15	-	-	2	7	-	2	-	-
Lander	3	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-
State Hospital	13	5	-	-	3	5	-	5	-	-	-	3	2	-	-	-	1	-	-	-	-
Laramie	74	14	2	2	15	29	-	3	1	2	1	8	7	-	-	2	8	-	2	-	-
Cheyenne	35	-	-	1	25	27	1	2	-	1	1	3	1	-	-	-	1	-	-	-	5
Rawlins	49	5	-	4	11	9	1	2	1	1	1	7	14	7	-	1	5	1	1	3	-
Casper	12	9	-	1	4	3	-	1	-	-	-	5	1	-	-	1	7	-	1	-	-
Penitentiary	19	4	-	3	2	2	1	-	1	-	-	6	-	-	1	-	8	-	-	-	1
Total	413	48	5	20	81	119	8	20	5	8	10	46	88	17	6	10	78	2	12	5	6

1 Shop
2 Mathematics
3 English
4 Welding
5 Government (history)
6 Cosmetology
7 Social Work
8 Education
9 Other
10 Business courses
11 Nursing (also X-ray technician and lab technician)
12 Psychology
13 Art
14 General Education (High School diploma, G.E.D., more A.B.E.)
15 Journalism
16 Electronics
17 Computer
18 Homemaking (budgeting, cooking)

TABLE X A

Town	Where would you like classes held?					Would you be willing to pay for ABE?		
	School	College	Church	Home	Don't Know	Yes	No	Don't Know
Newcastle	9	-	-	-	-	8	-	-
Torrington	1	18	-	-	-	18	1	-
Rock Springs	39	9	-	-	2	48	2	1
Kemmerer	28	-	-	-	1	27	2	-
LaBarge	15	-	-	-	1	16	-	-
Sheridan	15	7	-	-	1	30	4	-
Powell	5	12	-	-	-	17	2	-
Riverton	12	1	-	-	30	35	1	-
Lander	-	-	-	-	3	3	-	-
State Hospital	14	-	-	-	-	4	1	-
Laramie	77	2	-	-	5	67	7	17
Cheyenne	30	1	1	2	-	34	1	-
Rawlins	41	1	1	3	5	57	3	1
Casper	3	3	6	-	2	19	1	-
Penitentiary	4	3	-	-	2	-	-	2
Total	293	57	8	5	52	383	25	21

TABLE X B

Town	Do you generally vote?			
	Yes	No	Not citizen	Too Young
Newcastle	7	1	-	-
Torrington	19	2	2	2
Rock Springs	41	7	1	6
Kemmerer	30	1	-	1
LaBarge	16	-	-	-
Sheridan	28	4	-	3
Powell	4	12	2	1
Riverton	25	10	3	2
Lander	2	1	-	-
State Hospital	3	2	1	3
Laramie	64	16	7	3
Cheyenne	33	1	-	1
Rawlins	44	6	4	7
Casper	15	5	-	-
Penitentiary	N/A.....			
Total	331	68	20	29

TABLE X C

Town	What organizations do you belong to?					Which have you joined since A.R.E.?					Which do you attend regularly?				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Newcastle	3	-	-	3	4	1	-	-	1	4	1	-	-	4	3
Torrington	8	2	-	14	4	2	-	-	-	6	5	2	-	8	3
Rock Springs	17	4	4	36	10	2	-	-	1	43	14	3	3	20	16
Kemmerer	8	4	5	24	2	1	1	-	-	30	5	4	4	16	10
LaBarge	8	-	1	11	2	-	-	-	-	15	7	-	1	11	1
Sheridan	13	5	2	21	8	3	1	2	-	25	10	2	-	14	13
Powell	4	1	-	18	1	-	-	-	1	18	4	-	-	16	3
Riverton	9	4	2	11	17	7	1	-	1	31	10	3	2	13	15
Lander	-	-	-	3	-	-	-	-	-	3	-	-	-	3	-
State Hospital	1	2	-	19	-	-	-	-	-	18	-	-	-	17	-
Laramie	41	13	20	64	14	7	1	-	1	80	23	7	14	49	24
Cheyenne	11	2	-	4	16	3	1	-	-	11	7	2	-	4	7
Rawlins	21	10	8	26	18	5	-	4	-	45	17	3	3	16	26
Casper	3	-	-	1	16	2	-	-	-	5	-	-	-	-	8
Penitentiary	N/A.....														
Total	147	47	42	255	112	33	5	6	5	334	103	26	27	191	129

1 Clubs
2 Lodges
3 Unions
4 Churches
5 None

TABLE XI

Town	How do you feel about?																	
	Local Schools			City Council			Law Enforcement			Employment Office			Welfare			Medical Services		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Newcastle	6	2	-	2	4	2	6	2	-	6	1	1	5	1	2	6	1	1
Torrington	9	10	-	3	7	9	5	13	2	5	9	5	1	10	8	10	9	-
Rock Springs	29	21	2	28	10	16	28	23	3	30	5	20	15	23	16	19	35	-
Kemmerer	25	4	3	17	6	9	15	15	1	16	6	10	13	9	10	13	17	1
LaBarge	8	5	2	2	5	8	9	4	2	4	2	9	9	1	5	8	9	-
Sheridan	16	17	3	7	12	13	17	17	1	15	10	8	14	17	3	22	12	1
Powell	13	2	2	10	-	8	11	1	6	6	-	10	10	6	2	15	1	2
Riverton	19	12	-	11	4	6	22	12	1	9	12	5	5	8	3	17	19	1
Lander	3	-	-	-	-	2	1	1	1	1	-	2	1	-	2	2	-	1
State Hospital	16	3	-	9	2	8	13	5	1	11	2	6	12	2	4	16	3	-
Laramie	61	14	16	30	18	43	62	21	7	40	13	39	27	30	34	60	24	4
Cheyenne	30	3	2	12	21	-	27	5	1	26	5	1	22	9	2	26	9	2
Rawlins	36	13	5	15	12	27	16	31	6	9	3	42	11	23	20	26	23	5
Casper	11	8	2	5	9	6	9	10	-	11	7	3	8	11	-	5	13	1
Penitentiary	-	-	-	-	-	-	-	-	-	1	-	1	-	-	1	-	-	-
Total	282	114	37	151	110	157	241	160	32	190	75	162	153	150	112	245	175	19

1 Doing good job
2 Need improvment
3 Don't know

TABLE XII

Town	Has attitude changed?		Are relations with friends and neighbors different?					Any effect on family relationships?					Would you take A.B.E. again?	
	Yes	No	Yes	No	1	2	3	Yes	No	4	5	6	Yes	No
Newcastle	1	7	4	5	1	-	2	2	6	-	2	-	8	-
Torrington	7	12	5	14	1	-	4	12	7	3	7	1	19	-
Rock Springs	11	40	16	40	2	-	15	30	24	7	21	1	56	-
Kemmerer	5	25	11	21	1	-	12	16	14	4	13	-	32	-
LaBarge	1	14	7	8	5	-	1	11	4	1	10	-	16	-
Sheridan	2	32	6	26	1	-	4	20	13	2	17	-	33	3
Powell	2	14	5	15	1	-	3	11	8	-	9	1	18	1
Riverton	3	36	8	32	-	1	5	15	25	7	7	-	36	4
Lander	-	3	1	1	-	-	1	2	1	2	-	-	3	-
State Hospital	3	12	10	7	7	-	2	11	6	-	10	-	14	3
Laramie	5	85	27	65	1	-	25	38	52	10	15	6	82	7
Cheyenne	6	21	10	25	4	-	-	17	18	2	14	3	34	1
Rawlins	8	45	4	50	-	-	4	19	37	1	15	-	51	3
Casper	6	13	4	16	-	-	4	9	11	3	2	1	18	2
Penitentiary	-	-	1	-	-	-	-	-	1	-	-	-	22	7
Total	60	359	119	325	24	1	82	213	227	42	142	13	442	31

1 More interest in children
2 More interest in cards
3 More interest in discussions

4 Help children with homework
5 More respect from family
6 Children notice progress

TABLE XIII

Town	Comments of Interviewee		Comments of Interviewer		
	Favorable	Unfavorable	Favorable	Unfavorable	Vague Replies
Newcastle	6	2	6	2	-
Torrington	7	3	10	5	4
Rock Springs	45	4	40	21	5
Kemmerer	26	1	18	12	3
LaBarge	6	7	15	2	1
Sheridan	12	5	24	8	3
Powell	0	-	14	5	-
Riverton	17	9	24	3	6
Lander	2	-	2	-	1
State Hospital	10	3	13	5	2
Laramie	74	4	62	9	7
Cheyenne	21	13	35	-	-
Rawlins	32	6	1	-	1
Casper	13	4	14	5	1
Penitentiary	17	8	7	7	1
Total	298	70	285	84	35

CHAPTER V

RECOMMENDATIONS AND CONCLUSIONS

In general the Adult Basic Education program is serving a useful purpose. Many programs seem to be geared to a grade level higher than the purposes for which the act was written. For Wyoming with its low rate of the functional illiterate this may be best.

Data on the student should be obtained when the program begins, data such as that requested on the data collection instrument in Appendix A. Tests used to ascertain grade level should be standardized to make data from one school compatable with data from another.

Teacher selection needs to be more rigorous. Selection of teachers should be based upon a desire to work with adults, an understanding of adults and their needs, and upon preparation in adult education. A training program for teachers of A.B.E. needs to be instituted at the University. Counselling services need to be made available to the adult and to the teacher with respect to placement and grouping.

A careful selection of text and materials geared to the adult learner must be made.

Advertising the program through mass media will draw more people into the program.

A follow-up of students involved in A.B.E. programs should be done annually by the A.B.E. division incorporating the results of this study and revising the data collection instrument until it has been perfected.

School _____ Location _____

A.B.E. STUDY

Name _____ Age _____ Sex ____

Address _____
Street City State

Hours Planned _____ Hours Completed _____

Grade Level at Entry _____ At Finish _____ Change _____

Taken G.E.D.? Yes _____ No _____ Passes _____ Failed ____

Teachers Name(s) _____

_____

When Enrolled _____

Children's Ages Now _____ _____ _____ _____ _____

Other Relatives Enrolled in Program _____
(Relationship) (When)

I. Why did you enroll in the ABE Program? (How did you hear about it; what did you expect to get from it?)

II. Many people have not participated in the ABE Program. We would like your ideas as to why they do not participate. (Even though you participated, what reasons might have kept you from it?) How do we get these people into the program?

III. How could we make the program of benefit to more people? (Examples- arrangements, facilities.)

IV. (For Dropouts Only.) Why did you not complete the program?

V. Attitude towards teachers:

A. What did you like about your teacher?

B. What didn't you like about your teacher?

C. How could the program be improved?

VI. Please tell me how you felt about the books, supplies and materials.

VII. Employed before ABE as a _____ for
(Job Title)
_____ at a weekly salary of _____
for _____ years (months).

VIII. Employed after ABE as a _____ for
(Job Title)
_____ at a weekly salary of
_____ for _____years (months). If unemployed, reason
(disabled, etc.) _____.

IX. Do you think your participation in ABE helped or will help you make more money? (Explain. (Example - Money management for housewives.)

X. Did your participation in ABE help or will it help you in your job? Explain.

XI. What newspapers and magazines do you read regularly?

XII. Have you subscribed to any magazines and newspapers since your participation in ABE?

A. Do you feel you read more now? (Explain)

XIII. Would you like to continue your education?

XIV. What would you like to study?

XV. Where would you like class to be held? (Not the town, but the facility; i.e., church, college, school house, home, etc.)

XVI. Would you be willing to pay for participation in the ABE Program?

XVII. Do you generally vote?

XVIII. What organizations do you belong to? (Clubs, lodges, union, church, etc.)

XIX. Which of these have you joined since your participation in ABE?

XX. Which do you attend regulary?

XXI. How do you feel about the:

Local Schools?

City council?

Law enforcement?

Employment office?

Welfare?

Medical services (hospital, health nurse)?

XXII. Has your attitude changed about any of the above agencies since ABE? How?

XXIII. Social and Family changes:

A. Are your relations with neighbors and friends any different since your participation in ABE? How? More interest in children? Cards? Discussions? Etc.

B. Has your participation in the ABE Program had any effect on your relationships with your own family? How or why?

XXIV. If you had it to do again, would you participate in the ABE Program?

XXV. Is there any other comment you would like to make relative to the ABE Program?

XXVI. Interviewers impression of interview.

APPENDIX B

NOTES TO INTERVIEWERS ON SCHEDULE

Instructions for question number:

Top of form — We have put the items on relatives and children's ages first in the instrument because these questions may be useful in opening the interview. Another possibility for an opening to the interview is to check some of the information that you have about the interviewee from the school files.

I. The item on why they enrolled is straight forward. Be sure to allow the respondent enough time to talk on this one. Some possible probes are like "How did you hear about it?" "What did you expect to get from it?" "Are there any other reasons?"

II. The item on why other people do not participate may draw a legitimate "I don't know." A possible probe is to ask what reasons they may have felt for not participating.

II. Don't expect too much on the question of "How do we get more people into the program?" A few will have some good ideas, but many will not be able to give you much.

III. The question on how could we make the program benefit more people is intended to get reactions with respect to arrangements, facilities, materials, etc. The prior question deals with getting more people in the program, this question deals with how do we make the program more effective. Stress the point that we believe the participants can help much in identifying strengths and weaknesses of the program, and that we need and want their assistance.

IV. You can identify who is a non-completer from the information on hours planned and hours completed. If you get responses like "I didn't like the program." or "It wasn't doing me any good." Be sure to probe further for reasons why they felt this way. Was it the content, the teaching, the materials, the facilities, etc.?

V. In introducing the items on the feeling about the teachers be sure to emphasize that what they say will not get back to any teacher. The questions are straight forward and should cause no problems if the respondent is convinced the response will be kept anonymous.

VI. The item on books and materials is designed to get responses on content, interest, and level of difficulty. These are possible probes for this item.

VII. You might lead into the section on effects by saying something like "Now I would like to find out some things about what you have done and are doing." Then ask the question on employment. You might reassure them that these figures will remain confidential information. Get prior employment information only for the time of enrollment.

VIII. If the person is unemployed now, get the reason.

IX. The item on making more money should be expanded to include the home management for housewives.

X. The item on help in the job is designed to see whether the person has been promoted or whether he can do some things better now than before. Remember that people with no change in job title may still have been helped on the job.

XI. List the newspapers and magazines read regularly. Number is important for analysis, however, not titles. We may want the titles, however.

XII. New subscriptions should include all in the family, including children's magazines. List the titles.

XII. Try to obtain specific examples of how they read more now if they do. Remember Mrs. Perea's comments.

XIII.

XIV. The response to wanting to continue their education may include a response to the next question on what they would like to study. If so, then ask the next question with "Is there anything else besides _____ that you would like to study?"

XV. The question on where they would like to go to class is designed to get specific locations in the community. In smaller communities, this may not be important, but should still be asked.

XVI. Be sure to phrase the question on paying for the class with willingness to pay rather than ability to pay.

XVII. The question on voting should present no problems.

XVIII. You may have to suggest organization to the interviewee, like churches, unions, etc. Be sure and list the organizations.

XIX. The question on joining the organization since ABE should present no problem.

XX. Regular attendance may need to be defined. If useful definition should be 50% or more of the meetings since joining or in a six months period.

XXI. On the feelings about local agencies, we are more interested in general attitudes than specific instances. If they discuss a specific instance this will probably reveal their attitude toward the agency, however. Try to write a word or two that expresses their attitude like apathetic, unfair, prejudiced, etc., and a quote of a sentence or two that reflects their attitude.

XXII. It may be that in responding to the previous item you will get responses to this item. For example a respondent may say, "I used to thing_____, but now I think____?" Their attitudes may not have changed toward all the agencies so identify the agencies toward which the attitudes may have been changed.

XXIII. The items on social and family changes may require considerable probing. Ask about new acquaintances, new friends, and things they do differently with their husband, wife, or children.

XXIV. The item on desire to enroll again may be especially revealing with the non-completers.

XXV. Be sure to let them discuss anything else about the program. Some real gems might come out of here.

Let the respondent talk. Use pauses, nod agreement, <u>DON'T ARGUE</u>.

<u>GOOD LUCK!</u>

APPENDIX C

COMMENTS FROM INTERVIEWERS

The location of the classes plays a very important role in the size of the classes. The location should be chosen with regard to where the majority of the students live.

Many of the excuses for not attending was the lack of transportation. Maybe some sort of car pool could be set up so that everyone would have a ride.

The program should be well advertised. Before each session of classes begins,an announcement should be put in the paper, maybe put it on the radio and contact some students that know most of the others. Many people are unaware of when the classes start and find out about them too late.

I think it would be to the benefit of each student if a placement test were administered at the beginning of the classes. One problem they had in_____ was that some students were placed in too high a grade and others were put in too low a grade. Consequently, they either got bored or frustrated and quit.

In recruiting new members, I think it would be a good idea to have students talk to new possible students and explain to them just what the classes invclve. Many don't understand what they are for and are afraid to go find out. In this way, these students could be an example to the new student.

Besides having an article in the paper announcing the beginning of the classes, it might be a good idea to have an article telling the history of the ABE classes and their purpose.

Many of the students I interviewed could not speak a word of English. They wanted to go to these classes primarily to learn English. Therefore, I think that there should be a special group for those who can't speak English and are there just for that purpose. After they learn English, then maybe they will want to go into the math classes too.

So that many of the mothers can go, it might be a good idea to have some sort of a babysitting program set up.

Many of the students feel that two times a week for the classes was not enough. They felt that between Wednesday and Monday they forgot too much material. It might be a good idea to have the classes three times a week or even more.

Have various levels of classes so that those who are just lacking a semester of getting their high school diploma can spend that time reviewing for the GED test. Many students at this level have felt that they were being held back and became bored with the classes.

Besides just Math, and English, they might offer classes that are related to the daily lives of the students. For instance, classes about taxes, grocery shopping for the wives, etc., would be a great deal of help to the students.

On a good percentage of the interviews, the people said they would be willing to pay for the classes if they were not too much. However, most of them could not afford it and this would hinder the number attending class.

It is very easy for a teacher to become partial to certain students. However, in these classes the students are adults and are very sensitive. Partiality can be very dangerous. One of the men quit the classes because the teacher would never help or pay attention to him when he asked for help.

I definitely recommend that a very good filing and records system be set up to keep track of attendance and the number of hours completed. The students themselves can't keep track of how many times they have been to class. Each teacher should be required to hand in a monthly attendance sheet to the director of the program.

If there are enough teachers available and enough students who are interested, you might look into having some classes during the day. Some people have funny work schedules and cannot attend the classes at night but could attend them during the day.

The teachers might interject classes on city government. So many of the students that I interviewed said, "I don't know," to the city council, welfare, employment agency. So many of them did not even know what the city council did or what it was.

In many instances the classes did not help the people in their jobs. This idea may be somewhat out of line, but you might have special projects for individual students that were related to their jobs and might help them in their jobs. For instance, some of the men needed math for their job - - the teacher might give them some math problems like the ones they would be using on their job.

The selection of teachers is very important. These teachers must be interested in the program, not for the money, but for the welfare of the students. Some teachers showed little interest in the students and others wasted time telling the students about their own experiences.

In selecting books, you might try to get some books that are more on an adult level. Some students felt the books were too elementary or too childish. Therefore, they became bored. There was no challenge. These people need to be challenged!!!

The answer to the question, "Why don't people attend the classes?" was usually that they felt too old or did not understand. The only solution I have is to have the students explain to them the purpose of the classes and give them encouragement.

Before making our visits, it would have been a great help to us if we had known more about the people we were calling on- such as last known address (even if it was two years old), grade at finish, whether they had passed or failed GED, etc. These records were required and this information would have given us a starting point for contact.

The words and questions are at least a 12th grade level: examples being relative, programs, and agencies. These words and questions are not in the frame of reference of the person talked to, especially those that did not finish their GED. In some places you are talking from the middle-class frame of understanding. In attempting to probe these questions to get more answers, the interviewer must guess and probe, according the answers they think you want given.

Questions containing the words feel and explain are of no value to a person with slow mental processes and one that is not basically a verbal person. His answers tend to be "you know, you understand, etc." Actually he has not expressed himself well enough for me "to know". Thus again the interviewer must guess at his answers or attempt to probe, hopefully, in the correct direction.

It is imperative that I mention the effect that the personality of the teachers had upon my reception. All of them felt so kindly to the teachers that I had no problem getting in the door and keeping their cooperation. I am sure I would have had many refusals had the teachers not established this very good rapport with the students.

Many of the questions used deal with assumptions that may not be valid. You are assuming these people had friends and had relationships with their neighbors. You are assuming these people had books and supplies and materials. In many cases the answers are a negation of the question, while the answer does not contain negative feelings. For instance, the books were late in arriving and yet the people must answer the question that they had no books. Some were not disturbed by this fact and yet their negative answer could leave this interpretation. Many people could say their relationships with their neighbors had not changed simply because there was never a relationship to change. The answer to that question of no does not imply that the course had not effect, (at least not as completely as it could imply that). In these cases, and others, the answers may not be as valid as you would desire.

These people interviewed appreciate the opportunity of going back to school.

More detailed information on what is A.B.E.

....the project upon which we embarked this past summer was completely fascinating! I can't tell you how much I appreciate having been selected in this area since many of the interviewees were Spanish-speaking and quite a few found it so much easier to speak Spanish. I could see or "feel" (over the phone) the relief on their part to know I was not "investigating" anyone so that their jobs or well being would be jeopardized. On the contrary, once they knew I wasn't an "enemy," all too often they started to unburden and to criticize and to suggest to the point where I just let them go on for awhile. Some would "discuss" the O.E.O. program; others, the welfare people; others, the Employment Office; very few, the A.B.E. program as such.

Some had what seemed very legitimate complaints which, I hope, have been investigated, clarified, and resolved. It seems that in some cases, again, there were so-called "promises" and polite listening to some complainants and no results. And I was addressed as if I represented each agency and could easily solve their problems. They sure let their hair down! And raised mine!

You asked for suggestions in your letter, and I can offer one most important one. If at all possible arrange to periodically have a time when directors or "important" representatives of each agency can meet in order to hear complaints from people involved in any program in which

they are enrolled. At times case workers and similar types "listen" politely and nothing else is heard. Frustrating.

If another questionnaire is ever presented for these people, it would be much better to find people in the towns involved to do the interviewing. I think you would have much better success.

If it were at all possible, personal contact with the people who needed the program would increase the number of people taking the classes. I think too many of these people feel on the outside and unwanted. They need someone to explain the program to them.

The program could be better advertised.

Many of the people felt that this program was to prepare them for the G.E.D. tests. After enrolling they found the course work to be much too elementary. Maybe a separate program could be set up for these people.

For the teacher in the Spanish community, you should find a teacher who can speak both languages.

Hold the classes in the school that is nearest to where most of the people involved live. Transportation seems to be a major problem for a lot of them.

Hold separate classes in subject areas, i.e., English, math, history, etc. Don't combine them into one class and teach all subjects at one time. Give the students a choice.

The people as a whole were very hard to find. On the ones I missed, it was because I was unable to get a recent address. I went to the Employment Office, Voc. Rehab., Welfare, the teacher, and School. If I did find an address they had moved. Some addresses were obtained from neighbors. There were several addresses I couldn't find, even the teacher didn't remember having them in class. I found one man whose wife wanted him to take the ABE program, but never attended a class. Another man never even indicated he wanted to take the program, and I had his name to interview. This I couldn't understand.

I found I had to make at least three attempts, and sometimes five attempts to complete an interview.

I enjoyed taking the interviews once I made contact. Few questions on the questionnaire I didn't like to ask. But it was a good experience for me.

The number one thing that sticks out in my mind as what the majority of the students wanted is to divide the groups according to ability rather than to age. The teacher in _____won't divide her groups any other way than by age.

Provide enthusiastic young teachers. I am not talking about the age of the teacher. The two men in _____were enthusiastic, very interested in each student, and were concerned when the students were absent from class. In _____, there were mixed emotions about the three teachers. One comment stands out, "I don't care if you come to class. I get paid the same for 5 or 50 students."

Provide textbooks which do not state the grade level, but adult books that start low enough for their ability. Many felt very inferior on this account.

Have all of the bocks and supplies at the first meeting.

To have the student advance or help him in his job, a follow-up course would be wise. Vocational courses would add a great deal to the betterment of these students.

Don't pour on the homework. These people have to work full time. Some instances the teachers gave enough homework to keep them busy for 5 to 6 hours.

The student should indicate his objective, learning to read or learning enough to pass the G.E.D., and the student should be given what he wants. These people seem old enough to make their own decisions. This was done in the _____ program.

There is some question about the tours, either the purpose of them was not explained thoroughly, or the students were not interested in touring such places as the . . . and the post office.

After talking to some of the people, it appears that some of the grade level changes indicated by the information I have can't possibly be correct. I seriously doubt whether grade changes could be made after attending only a few sessions. Perhaps the devices used in measuring grade changes are inaccurate or were improperly used.

I think that the Community Action Agency and the Welfare Department made a concerted effort to spread the word about the program before it began. I also feel that the program needs better explanation and much more publicity to be really effective in getting people into the program who might benefit from it.

My judgment concerning the teachers is that much more care needs to be taken in the selection of teachers. I feel that they (not all) were not effective at the appropriate levels in either their materials or their methods. I feel that a definite change in some of the teachers is called for. Also, I feel that the teachers should be better prepared to know what they plan to cover and how they plan to cover it from the very beginning of the classes. It appears that the first several weeks were wasted because no one knew what they were doing. A reaction that I received from any of those who dropped out was that they could not understand what the teachers were doing and saying because so many things were left unexplained.

I would have to say that in a majority of cases, the ABE Program in _____ probably did not meet the expectation for accomplishments set forth in the goals for the program as established by the State Department. I must also say that I think that the program was of considerable benefit to those who had nearly completed high school before dropping out and those who were ready for the upper levels of the ABE Program. However, I feel it was ineffective for those who needed a lower level of work.

Because this was a new program for_____, I'm sure that some of the needed changes, as I see them, will come as a natural result of the past years experience with the program. I heard many nice things about the director of the program and about the general interest taken in the students by some of the people involved in the program. I'm sure that if the suggestions made by the students are taken seriously, the program will have benefitted greatly and will greatly benefit subsequent classes.